Teacher: Librarian Lashondra Smith

Subject: Library Skills

Quarter: First Nine Weeks

Week: Monday, September 28th, 2015 through Friday, October 2nd, 2015

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| **Grade Level** | **K** | **1** | **2** | **3** | **4** | **5** |
| Objective | Students will identify the setting in a story. | Students will identify the characters and setting in a story. | Students will describe the characters and setting in a story. | Students will describe the characters and setting in a story (play). | Students will describe the characters and setting in a story (play). | Students will describe the characters and setting in a story (play). |
| “I Can” Statement | I can identify the setting in a story. | I can identify the characters and setting in a story. | I can describe the characters and setting in a story. | I can describe the characters and setting in a story (play). | I can describe the characters and setting in a story (play). | I can describe the characters and setting in a story (play). |
| Common Score Standard | CCSS.ELA-Literacy.RL.K.3  With prompting and support, identify characters, settings, and major events in a story.  CCSS.ELA-Literacy.SL.K.2  Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | CCSS.ELA-Literacy.RL.1.3  Describe characters, settings, and major events in a story, using key details.  CCSS.ELA-Literacy.SL.1.2  Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | CCSS.ELA-Literacy.RL.2.1  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  CCSS.ELA-Literacy.RL.2.3  Describe how characters in a story respond to major events and challenges.  CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | CCSS.ELA-Literacy.RL.3.1  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  CCSS.ELA-Literacy.RL.3.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  CCSS.ELA-Literacy.SL.3.1.b  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | CCSS.ELA-Literacy.RL.4.3  Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  CC.4.SL.1.b  Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. | CCSS.ELA-Literacy.RL.5.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CCSS.ELA-Literacy.RL.5.3  Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles. |
| AASL Standard | 1.1.2 Use prior and background knowledge as context for new learning. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. |
| Question of the Week | What is the setting of the story? | * Who are the characters in the story? * What is the setting of the story? | * Who are the characters in the story? * What is the setting of the story? | * Who are the characters in the play? Describe the main characters. * What is the setting of the play? | * Who are the characters in the play? Describe the main characters. * What is the setting of the play? | * Who are the characters in the play? Describe the main characters. * What is the setting of the play? |
| Motivation | TumbleBook Library will be used for Storytime. Students must identify the setting of the story. | TumbleBook Library will be used for Storytime. Students must identify characters and setting. | TumbleBook Library will be used for Storytime. Students must identify characters and setting. | A play is a fictional story acted out for an audience. Are you ready to act? We must first get a good understanding of the play (or story) in order for us to deliver an excellent presentation to your teachers (maybe even the school); therefore, we will first review fictional elements (characters, setting, problem, and solution) before we act on stage. | A play is a fictional story acted out for an audience. Are you ready to act? We must first get a good understanding of the play (or story) in order for us to deliver an excellent presentation to your teachers (maybe even the school); therefore, we will first review fictional elements (characters, setting, problem, and solution) before we act on stage. | A play is a fictional story acted out for an audience. Are you ready to act? We must first get a good understanding of the play (or story) in order for us to deliver an excellent presentation to your teachers (maybe even the school); therefore, we will first review fictional elements (characters, setting, problem, and solution) before we act on stage. |
| Procedures | 1. Librarian and students discuss setting (anchor chart). 2. Students reread *When Pigs Fly* by Valerie Coulman. 3. Librarian and students discuss when and where the story take place. 4. Students draw a picture of where part of the story took place. 5. Closure: Students present picture. | 1. Librarian and students discuss characters and settings (anchor chart). 2. Students read *When Pigs Fly* by Valerie Coulman and plot the characters and settings in the story. 3. Librarian and students discuss the characters, when the story took happened, and all the places where the story took place. 4. Closure (Writing): Students answer the question, “If you could be friends with one character from the story, who would you pick? Why?” | 1. Librarian and students discuss characters and settings (anchor chart). 2. Students reread *Enemy Pie* by Derek Munson. 3. Students complete Enemy Pie handout (illustrate setting, illustrate main character and describe using two words, describe favorite part of the story). 4. Closure (Writing): Students answer the question, “If you could be friends with one character from the story, who would you pick? Why?” | 1. Students complete Anticipation Guide for *The Do-Nothing Frog* by Patricia Clapp. 2. Librarian assigns roles. 3. Librarian hooks lesson with the Motivation piece; explains how to read a play (chart). 4. Librarian and students read through play; librarian monitors comprehension with questioning 5. Librarian and students discuss fictional elements (characters and setting); students note in journal. 6. Students make connection (How does this play relate to you and your life? Who could the Shopkeeper be in your life?) 7. Closure: Students redo Anticipation Guide. | 1. Students complete Anticipation Guide for The Do-Nothing Frog by Patricia Clapp. 2. Librarian assigns roles. 3. Librarian hooks lesson with the Motivation piece; explains how to read a play (chart). 4. Librarian and students read through play; librarian monitors comprehension with questioning 5. Librarian and students discuss fictional elements (characters and setting); students note in journal. 6. Students make connection (How does this play relate to you and your life? Who could the Shopkeeper be in your life?) 7. Closure: Students redo Anticipation Guide. | 1. Students complete Anticipation Guide for The Do-Nothing Frog by Patricia Clapp. 2. Librarian assigns roles. 3. Librarian hooks lesson with the Motivation piece; explains how to read a play (chart). 4. Librarian and students read through play; librarian monitors comprehension with questioning 5. Librarian and students discuss fictional elements (characters and setting); students note in journal. 6. Students make connection (How does this play relate to you and your life? Who could the Shopkeeper be in your life?) 7. Closure: Students redo Anticipation Guide. |
| Assessment | 1. Q&A 2. Picture | 1. Diagram 2. Writing Prompt | 1. Enemy Pie Character and Setting activity 2. Writing Prompt | 1. Q&A-Fictional Elements 2. Making a Connection 3. Anticipation Guide | 1. Q&A-Fictional Elements 2. Making a Connection 3. Anticipation Guide | 1. Q&A-Fictional Elements 2. Making a Connection 3. Anticipation Guide |
| Extend/Refine Knowledge | Library Skill: Characters and Setting Review (Chicken Big by Keith Graves) | Library Skill: Problem and Solution | Library Skill: Problem and Solution | Library Skill: Problem and Solution | Library Skill: Problem and Solution | Library Skill: Problem and Solution |
| Homework | Read with an adult daily. | Read to or with an adult for at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. | Read at least 20 minutes daily. |

Memphis Public Library (TumbleBook Library)

<http://www.memphislibrary.org/children/#eBooks>